

**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE  
2013 CURRICULUM FOR THE STUDENT OF 8TH GRADE AT SMPNEGERI 3  
COLOMADU**



**PUBLICATION ARTICLE**

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**By**

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**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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**APPROVAL**

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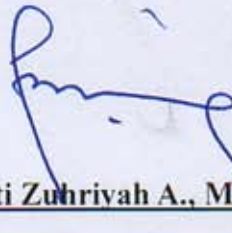
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## ACCEPTANCE

### THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM FOR THE STUDENT OF 8TH GRADE AT SMP NEGERI 3 COLOMADU

by



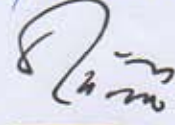
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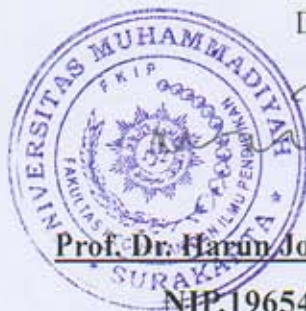
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## TESTIMONY

I hereby assert that in this publication article there is no plagiarism. There is no other work that has been submitted to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except the written references which are referred in this research paper and mentioned in the literary review and bibliography.

If any incorrectness is proved in the future dealing with my statements above, I will be responsible.

Surakarta, September 2016

The Researcher,



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**Umi Salamah. A320120258. THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM FOR THE STUDENT 8<sup>th</sup> GRADE AT SMP NEGERI 3 COLOMADU. Research Paper. Muhammadiyah University of Surakarta. 2016.**

### **Abstrak**

Penelitian ini bertujuan untuk menjelaskan penilaian otentik yang didasarkan pada kurikulum 2013 terutama pada pengetahuan dan keterampilan berbicara untuk siswa kelas 8 SMP Negeri 3 Colomadu. Subjek dari penelitian adalah siswa kelas 8 SMP Negeri 3 Colomadu. Objek penelitian adalah penerapan penilaian otentik dalam pengetahuan dan keterampilan berbicara siswa kelas 8 SMP Negeri 3 Colomadu. Metode dari pengumpulan data adalah observasi, wawancara, dan dokumentasi. Data dianalisis deskriptif menggunakan prinsip penilaian kurikulum 2013 dan penilaian otentik dari teori O'Malley. Dari temuan itu, dapat dikatakan bahwa penilaian otentik digunakan oleh guru untuk menilai berbicara siswa kelas 8.

Temuan dari penelitian ini dijelaskan dengan rumusan masalah. Penilaian otentik diterapkan melalui aktivitas kelas dan instruksi guru. Ada beberapa cara yang digunakan oleh guru yaitu permainan, peran permainan, menceritakan, dan penampilan. Meskipun teknik yang digunakan oleh guru berbeda, tetapi antara pengetahuan dan ketrampilan keduanya tergabung dalam penampilan siswa. Jadi, dapat dikatakan bahwa teknik yang digunakan oleh guru sesuai dengan prinsip penilaian kurikulum 2013 dan teori penilaian otentik dari O'Malley. Peneliti juga menemukan teknik yang digunakan oleh guru dalam menilai kemampuan siswa dalam berbicara. Guru menggunakan rubrik penilaian. Rubrik penilaian yang baik harus mencakup aspek, kriteria, dan skor. Rubrik penilaian yang digunakan oleh guru berbeda antara pengetahuan dan keterampilan tetapi keduanya tetap sama. Ada 2 kriteria siswa. Siswa bisa mencapai KKM yang ditetapkan oleh sekolah yaitu 78 dan beberapa siswa lain tidak bisa mencapainya.

Kata kunci: penilaian otentik, kurikulum, berbicara

### **Abstracts**

This study aims at describing the implementation of authentic assessment based on the 2013 curriculum especially in speaking for knowledge and skill for the student 8th grade at SMP Negeri 3 Colomadu. This research is descriptive qualitative research. The subject of the research is the student of SMP Negeri 3 Colomadu at 8th grade. The object of this research is the implementation of authentic assessment in speaking for knowledge and skill of the student of 8th grade at SMP Negeri 3 Colomadu. The method of collecting data are observation, interview and documentation. The data are analyzed descriptive by using the principle assessment in the 2013 curriculum and the theory of authentic assessment by O'Malley. From the finding it can be said that the teacher uses authentic assessment to assess speaking of the student 8th grade.

The research finding is describe in line with the problem statement. The authentic assessment is implemented through classroom activities and teacher's

instruction. There are some ways used by the teacher namely game, role play, story telling and performance. The techniques used by the teacher is different, but both of knowledge and skill, those techniques is integrated in the performance of the students. So, it can be said that the techniques used by the teacher is appropriate with the principle assessment in the 2013 curriculum and also appropriate with O'Malley theory. The researcher also finds the techniques that the teacher used to score the students' abilities in speaking. The teacher uses rubric score. An ideal rubric score should covers the aspects, criteria, and scores. The rubric score used by the teacher in assessing speaking is different both knowledge and skill but, both of them is parallel. There are two criteria of students. The student's speaking can achieve the minimal achievement standard (*KKM*) determined by the school that is 78 and some others student cannot achieve it.

Key words: authentic assessment, curriculum, speaking.

## 1. INTRODUCTION

Assessment is part of evaluation of learning activities and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. According to Brown (2003: 4) assessment is an ongoing process that encompasses a much wider domain. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc. Assessment is an integral part of teaching and learning process including performance assessment, Portfolio, and student self-assessment. Teachers can measure and assess how far the purpose of the study, that has been planned, is achieved or applied. It also measures the progress or development of their program.

In *Permendikbud No.66 tahun 2013* about the educational evaluation standard, it is mentioned that the result of student evaluation based on several principal; objective, coherent, economical, transparent, accountable, and educative. Based on the implementation guidelines of Curriculum 2013, it is implied that authentic assessment is the most suitable technique to use. O'Malley and Pierce (1996: 11-14) states that authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile the term of authenticity is the synonym of original, real, valid, or reliable.

Authentic assessment has a relevance toward a scientific approach in the 2013 curriculum. It must be able to increase the student achievement. Authentic assessment focuses on complex assignments (contextual) that possible for students to show the student competence that include three aspects of evaluation in the 2013 curriculum, which are attitude, knowledge, and skill. Based on the *Permendikbud No. 104 Tahun 2013*, there are some techniques and instruments that can be used to evaluate from the three aspects, namely: (1) attitude competency. There some methods to evaluate the learner attitude, such as: (a) observation, (b) self-assessment, (c) peer-assessment, and (d) anecdote. (2) knowledge competency, this competency divided into three; (a) written test (the learners choose the answer and supplies the answer), (b) observation in discussing, and (c) giving an assignment. (3) skill competency, this skill can be done using; (a) practice or work show, (b) project, (c) product, (d) portfolio, and (e) written.

Speaking is one of four skill in language learning that is very important. People can communicate with other through speaking activity. Meanwhile, it is not easy to make the students mastering this skill. Fauziati (2010: 15) points out that “mastering the art of speaking is the single most important aspects of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language”. In oral test, the student needs accuracy and effectiveness that is the reability and validity of an oral production test. An oral production test consists of speaking and reading skills. The students need to pay attention to pronunciation, fluency, and diction.

The teacher assesses a student’s ability in speaking. It should be appropriate with the ways of authentic assessment. There are performance, portfolio, and self-assessment. Which in assessing speaking the teacher should assess the ability of the student to communicate informally on everyday subjects. Harris (1996: 82-89) states that component-grammatical structure, vocabulary, and auditory comprehension being tested by reliable and relatively simple objective techniques in speech through the oral production. In teaching-learning process, the teacher uses techniques of learning assessment through classroom activities. Teacher implies the aspects of assessing speaking such as: micro skills (forms of language and funtions

of language) and macro skills (organization speech).

The activity of speaking is not easy for the students. The student have difficulty when they should spoken a good speaker. Because every student has not experiences about spoken English before. It makes them difficult to determine word, grammar, pronunciation, fluency that used to make a good speaking.

Based on the explanation above, the researcherwants to conduct a research entitled THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM FOR THE STUDENT OF 8<sup>TH</sup> GRADE AT SMP N 3 COLOMADU.

## **2. RESEARCH METHOD**

In this research, the researcher uses descriptive qualitative research. In this research, the researcher dinds out the description about the implementation of authentic assessment based on the 2013 curriculum in speaking subject students at SMP Negeri 3 Colomadu.

The object of this research is authentic assessment implement for English subject of the student of 8<sup>th</sup> grade at SMP N 3 Colomadu.

The data in this research were: some informations in the word from the observation and interview notes accumulated in the field. In this research there were three sources of data: (1) The event, by observing the situation in teaching learning process in the classroom. (2) Informant, the English teacher and students of eighth D class. (3) Documents are assessment design (lesson plan), textbook, observation of the event of teaching learning process, and then, interviews with the English teacher.

In analyzing the data, the researcher uses interactive model that includes three main components, namely the reduction of data, the display of data, and conclusion or verification.



### **3. RESEARCH FINDING AND DISCUSSION**

#### **1. The Implementation of Authentic Assessment Based on The 2013 Curriculum**

In the assessment guide book of *Permendikbud* for junior high school, there are 3 aspects that need to be assessed; attitudes, knowledge and skills. In here, the researcher only focuses on knowledge and skill assessment.

Knowledge assessment is an assessment which is done to determine the student's abilities to understand factual, conceptual, and procedural knowledge along with a proficiency of low-level thinking order to high. Knowledge assessment is carried out by the various assessment techniques. The teacher does characteristic evaluation techniques that are appropriate with the characteristic of the competence that will be assessed. The result of the assessment is used to provide feedback for students and also teacher in order to improve the learning quality. The techniques used to assess the knowledge competencies which is appropriate to the basic competence characteristic are written test, oral test, and assignment.

Skill assessment is an assessment which is conducted to determine the student's ability to apply the knowledge. In this case, the assessment is carried out by giving them some various tasks which are appropriate to the competencies achievement indicators. Skill assessment can be done through various techniques, such as doing performance, project, product, portfolio, and writing essay.

##### **a. Speaking Assessment**

In the teaching-learning process, English is taught integratively, without separating each skill. Although English is taught integratively, the teacher has to accommodate listening, speaking, reading, and writing since they are the basic abilities that the students should acquire. In the assessment, the teacher should also accommodate the measurement of the 4 language skills. It means to know the student achievement of each skill

##### **1) Knowledge Assessment for Speaking Skill**

###### **(a) Game**

The teacher uses Fun Learning method to transfer knowledge to the students by giving them a game. It is used to apply the social functions, and make them stand out, to show pride, to promote, to describe and to criticize. The teacher provides stimulants for students to produce speech. The stimulant is pencilcase. The students produce the speech based on their pencilcase.

(b) Role-Play

The teacher uses Fun Learning method to transfer knowledge to the students by giving them role play. It is same with game, it is used to make them stand out, to show pride, to promote, to describe and to criticize. It is type of speaking assessment, the teacher gives a punishment for students that can not describe the cat.

(c) Story telling

Story telling is an interactive performance that tells the events (narrative, descriptive or report something) to listener or audience. The teacher uses this technique to make them share information with others and to explain why things happened. The teacher uses this technique to assess the students' abilities to express their feeling in oral English.

2) Skill Assessment for Speaking skill

(a) Practice or Performance

The teacher assesses the student's speaking skill by practicing or performing technique. Performance is the act of carrying out (The World Book Dictionary). This technique is used to make them to describe something, to criticize, to be proud of something or someone, to praise and so on. The teacher makes the students to find out their opinions, prides and criticizes about school. The teacher assesses the student's speaking skill based on their performance.

Based on the researcher's finding, the teacher has implemented authentic assessment in assessing speaking. There are some ways used by the teacher.

The authentic assessment is implemented through classroom activities and teacher's instruction. The ways the teacher assesses of speaking are by using classroom activities such as game, role play, story telling and performance. In practical, the teacher uses simple techniques to stimulant the students to speak.

The techniques used by the teacher to assess speaking are game, role palay, story telling, and performance. Although, the techniques used by the teacher is different, but both of knowledge and skill, those techniques is integrated in the performance of the students. So, it can be said that the techniques used by the teacher is appropriate with the pinciple assessment in the 2013 curriculum and also appropriate with O'Malley theory. The teacher gives feedback for each speaking activities. Feedback is valuable to the students although the teacher only gives feedback about pronunciation, grammar, and vocabulary.

The speaking activities are conducted in four meetings because; the teacher is not only assessing knowledge or skill in speaking but writing too. The speaking session is done by the teacher in two chapters; descriptive and recount for knowledge and degrees of comparison for skill. For knowledge, the teacher uses game, role play, and story telling. The students are asked to describe things and animal through game and role play. Then, for story telling, the students are asked to tell their experience in Bali. For skill, the teacher uses performance to assess the student's ability in speaking. They are asked to build their opinions, then, they criticize, and show their pride.

In the student's book, the researcher finds that there is a journal in the last material in each chapter. It is used by the teacher as reflection or self evaluation of the student in learning. Based on the observation, the researcher is not find the journal or self evaluation of the students in speaking activities because the limit of time in meeting and the teacher is not only assesses speaking but writing too. So, the researcher is not yet in completely finding the data.

To assess the student abilities in speaking, the teacher uses rubric score. An ideal rubric score should covers the aspects, criteria, and scores. The rubric

score used by the teacher in assessing knowledge is actually same for each activities. The teacher should use different criteria to assess speaking in knowledge because each texts has a different social function and generic structure. In scoring the student's speaking, there are two criteria of students. The student's speaking can achieve the minimal achievement standard (*KKM*) determined by the school that is 78, and some others student cannot achieve it. In speaking activities, the teacher assesses speaking of the students within the process of speaking activities. It is appropriate with the principles of authentic assessment and the 2013 curriculum because the teacher uses simple techniques in assessing speaking.

From the findings it can be said that authentic assessment is used by the teacher to assessing speaking. In this analysis, the researcher uses the principal assessment of the 2013 curriculum and authentic assessment theory of O'Malley. The methods and theory are also used by the previous researcher (Kurniatun: 2014) while she is not use the principal of assessment in the 2013 curriculum and she is not focus on speaking. Then, the methods and theory are also used by Mega Platina Ningrum (2016) while she is not use the pinciple assessment in the 2013 curriculum but she is also focus on speaking. From the explanation above, there are four techniques used by the teacher to assess speaking of the students. The simple techniques used by the teacher are actually good enough for the students to understand the material because the teacher uses fun learning ways to transfer the knowledge for the students.

#### **4. CONCLUSION**

After describing and analyzing the data from the observation and interview about the implementation of authentic assessment based on the 2013 curriculum for the student 8th grade at SMP Negeri 3 Colomadu, the researcher draws a conclusion as follows:

There are four techniques used by the teacher to assess the student speaking through classroom activities such as game, role play, story telling and performance. Although, the techniques used by the teacher is different but, both of knowledge

and skill, those techniques is integrated in the performance of the students. In speaking activities, the teacher assesses speaking of the students within the process of speaking activities. It is appropriate with the principles of authentic assessment and the 2013 curriculum and the theory of authentic assessment by O'Malley, because the teacher uses simple techniques in assessing speaking.

The researcher also finds the procedure of the implementation of authentic assessment is clear and systematic. The techniques that used by the teacher to determine the score of students' abilities in speaking uses some consideration. The aspect covers vocabulary, grammar, fluency, pronunciation because it is important part in assessing speaking. Based on the theory, to score student speaking ability, the teacher should use rubric score. An ideal rubric score should covers the aspects, criteria, and scores. In scoring the student's speaking, there are two criteria of students. The student's speaking can achieve the minimal achievement standard (*KKM*) determined by the school that is 78 and some others student cannot achieve it.

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